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This review of literature on junior college faculty recruitment covers several aspects. Before active recruitment begins, the governing board should develop accurate job descriptions, criteria of personality and staff balance, systematic appraisal methods, wide involvement in selection, efficient assignment procedures, and promotion criteria. It must also make sure the recruiter knows its policies. To determine the need for new faculty, a ratio can be established among full-time faculty, full-time students, number of credits they carry, projected enrollment, and expected normal faculty attrition. Staff time for hiring new faculty can also be calculated. Sources of qualified teachers are many. While a master's degree is widely preferred, actual teaching competence must also be considered. In order of frequency, high schools, graduate schools, universities and other colleges, and the business world supply most instructors. The colleges may recruit by wider publicity of the opportunities on their campuses, by following up personal contacts and staff recommendations, or by choosing from unsolicited applications. Responsibility for selection varies with the college. It may rest with the dean, president, department head, advisory board, or special panel. The authoritarian vs. flexible personalities of the president and potential faculty member should also be taken into account. The review suggests several areas where further research would be useful. (HH)

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FACULTY RECRUITMENT

The need for qualified faculty members is an issue of continuing concern at all levels of education. This problem has become intense in the two-year college—the fastest growing segment of American education. Presently there are 84,427 faculty members teaching 1,954,116 students in 993 junior colleges;[1] by 1980, student enrollments are expected to swell beyond 3,000,000 in 1200 junior colleges.[2] The subsequent demand for additional faculty members will assure top priority for personnel recruitment during the coming decade.

What recruitment policies should be established by junior colleges? How do junior college administrators determine their needs for additional faculty appointees? From what sources can potential teachers be drawn? How should prospective faculty members be selected? These topics are explored briefly in this issue of the *Junior College Research Review*, which is limited to documents prepared for ERIC input by the ERIC Clearinghouse for Junior Colleges. All documents cited in the bibliography may be obtained from EDRS, as explained on page four. Additional documents pertaining to faculty recruitment may be located in ERIC's official abstract journal, *Research in Education*.

Recruitment Principles and Policies

Before active recruitment of faculty members is launched, certain basic principles and policies should be formulated by local or state governing boards. As stated by Kennedy (ED 027 894) these are (1) the development of job descriptions that identify duties and responsibilities of each job; (2) the continuous search over a broad geographic area for capable personnel; (3) the establishment of criteria such as personal characteristics and staff balance; (4) the systematic selection procedure, involving a variety of appraisal techniques; (5) the participation of administrators, supervisors, and instructors in the selection process; (6) the assignment of staff members on the basis of the requirements of the positions to be filled, individual abilities, experience, and preferences; and (7) the promotion or appointment of persons within or without the system to higher positions. According to Kelly (ED 022 440), guidelines should be developed that would specify a time period within which a candidate would be told of the institution's decision to hire or not hire, reimburse the applicant for expenses incurred in the interview or job investigation, and make known to the applicant the range of salary available by rank in relation to placement criteria.

Whether junior college boards are, in fact, taking the initiative in these areas was questioned by Kennedy (ED 027 894) in his 1966 study focusing on 30 institutions in Illinois and Maryland. Only one local district in Illinois and none of the individual participating institutions in that state had developed recruitment policies; in Maryland, not more than six local districts and four institutions had developed recruitment policies. (However, Kennedy noted that both states had general policies regarding recruitment of personnel.)

Prior to launching a recruitment campaign, the recruiter should be thoroughly familiar with the employment policies of his junior college district. Otherwise, faced with the question of whether more than one member of the same family can be hired by the same institution—or any of an infinite number of similar queries—an erroneous, unsanctioned, and unenforceable commitment might be extended, causing only embarrassment and delay to the college's overall recruitment program.

Determination of Needs

To determine its need for new faculty members in higher education for the years 1959-75, the state of California (ED 011 193) followed the procedure below:

1. The present full-time enrollment (students carrying 12 or more units) for each segment was divided by the number of full-time faculty members (those employed for more than 51 per cent of their time) to establish the current faculty-student ratios . . .

[1]William A. Harper (ed.), *1969 Junior College Directory* (Washington: American Association of Junior Colleges, 1969).

[2]Joseph P. Cosand, "The Community College in 1980," in *Campus 1980* (New York: Delacorte Press, 1968). Alvin C. Eurich (ed.).

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2. These ratios were then applied to the projections of full-time enrollment for each year to 1975 to determine the total staff needs for each segment. The number of new staff needed each year to meet the increased enrollment was then obtained by subtracting the total staff projected for each year from that projected for each subsequent year.

3. The total faculty needed for each year was then obtained by adding to the figures indicated in item 2 the number of new faculty needed to replace losses from retirement, death, resignation, and other causes within the total faculty of each prior year.

How much time is involved in determining faculty needs? At Northern Virginia Technical College, it was found during the initial four-month period of the school's history that 1,225 hours of staff time was expended in (1) estimating faculty, administrative, and clerical needs; (2) interviewing applicants from the local area, from a professional employment agency, and from a temporary agency; (3) selecting the faculty and other personnel; and (4) preparing the faculty pre-service training program, including the making of final teaching assignments. Considering related activities (such as budgetary matters), more than 3,500 hours were devoted to the faculty function. Overall, "Sixteen man hours of staff time were used for the hiring of each faculty member" (ED 010 020).

Sources of Qualified Teachers

A "qualified" junior college teacher is generally regarded as one who has at least a master's degree in the subject being taught. Additionally, Wattenbarger (ED 014 283) cites the ability to teach as a qualification for a junior college appointment. This is particularly applicable to the junior college, inasmuch as it professes to be a "teaching" institution (with research and publishing being secondary—or even neglected—activities). Hence, the problem confronting the junior college faculty recruiter is compounded not only by the task of seeking sufficient numbers of properly certificated teachers, but also the difficulty of finding an ample number of *competent* (if not gifted) teachers.

The major source for potential junior college teachers is secondary education. Wattenbarger (ED 014 283) reports that, nationally, 33 per cent of the junior college faculty members are obtained from high schools. Other major sources are graduate schools (20-23 per cent), colleges and universities (17 per cent), and business occupations (11 per cent). Heinberg (ED 019 058) observes that effort is being directed to the recruitment of qualified teacher personnel from the military service and from the ranks of retired instructors as well. Moreover, he asserts, "Some junior colleges have even recruited among the college-trained wives of regular instructors."

Schmidt maintains that at the time active recruitment begins, administrators should "Apprise [graduate] students . . . of the opportunities available to qualified . . . instructors in [the] community junior college . . . " (ED 014 269). This, she states, could be accomplished through faculty and administrator guest lectures at various institutions, scheduled recruitment appearances at various institutions, and hosting invited students at the local campus.

Whether the recruitment techniques are characterized by the above examples or are more often evident in informal, personal contacts with and recommendations by other staff members is not revealed in the documents at hand. Neither is the number of unsolicited applications received by junior colleges.

Selection of Personnel

With whom does the responsibility for faculty selection reside? With the president or the dean—not the department chairman, according to a 1967 National Science Foundation report (ED 015 733) that contrasted junior college hiring practices with those used by four-year institutions in 1964-65. Stated the report:

> [T]he departmental chairman at the 4-year institution acted as recruiter in more than two-thirds of the cases; the corresponding official at the 2-year institution, in fewer than one-third of the cases. Even in the larger junior colleges, the responsibility for recruitment was delegated to the department chairman in 46 percent of the cases (in the smaller junior colleges, 22 percent of the cases).

Nevertheless, department chairmen increasingly are involved in the selection process, as are other faculty members. In one study, it was reported that 90 per cent of the 63 responding California junior colleges make use of advisory committees in both locating *and* selecting teachers (ED 019 958). In the establishment of Northern Virginia Technical College, a panel of three persons reviewed applicant records and interviewed all applicants (ED 010 020).

Pratt's study (ED 023 382) of the relationship between the degree of authoritarianism in the personalities of public community college presidents in New York and the incidence of authoritarianism in the personalities of the respective faculties they hired revealed that presidents tend to hire applicants who share similar tendencies. On the other hand, the faculty members who remain longest with the institution are those who are *unlike* the president in this regard. That is, "a more flexible faculty member was more comfortable in an environment with a less flexible president, and a less flexible faculty member was more comfortable and tended to experience less felt conflict with a more flexible president." This indicates that personality assessment of teacher applicants is a valuable segment of the screening and selection process. Pratt endorses the use of the California F Scale[3] for this purpose.

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[3]T. W. Adorno, et al. *The Authoritarian Personality* (New York: Harper and Brothers, 1950).

Conclusion

Although of value, the documents reviewed for this issue present a sketchy picture of the principles and techniques of faculty recruitment in junior colleges. More information is needed.

Of particular interest to the Clearinghouse would be reports pertaining to (1) the prediction of effective teaching; (2) the assessment of behavior which characterizes effective teachers; (3) the role that teachers, themselves, should play in attracting students to the teaching profession; (4) the duties of faculty recruiters, including the preparation and distribution of college brochures, job descriptions, and faculty needs, the scheduling of recruitment sessions at various universities, and the preliminary interviewing session; (5) junior college liaison programs with secondary school systems, universities, and professional placement agencies; and (6) selection standards for interviewing applicants, collecting and assessing applicant records, and administering local tests or inventories.

Dale Gaddy

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Abstracts of documents processed in the ERIC system may be found in *Research in Education*, a publication of the U. S. Department of Health, Education and Welfare. *Research in Education* may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.

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